

# Sunrise Curriculum Autumn Sequence - Year 4



**Autumn 1: Friendship** - The story of the paralysed man... Friends who go above and beyond to show they care (Luke 5)

**Autumn 2: Trust** - The story of Mary... Trusting God with the future and doing what's been asked of you. (Luke 1)

## “Can you judge a book by it's cover?”

**History**  
Y3- children have studied the Bronze age and Romans and explored the Chronology of these events.

**INTENT**  
To understand Britain's settlements by Anglo Saxons and invasions by the Vikings. Understand the difference between primary and secondary sources of information.

1. Understand who the Anglo Saxons were and why they invaded compare this to how people immigrate today.
2. Exploring Anglo Saxon villages. What were the settlements like and what was life like in them?
3. I can explore Anglo Saxon food and clothing. Look at clothes an Anglo Saxon wore and understand that they were made of natural materials. What food was available
4. How did people's lives change with the introduction of Christianity.
5. How were Anglo Saxons able to see off the Viking threat?
6. To look at the story of Anglo-Saxon King Alfred and Vikings. Consider why the sources may not be reliable. How “Great” was he?

**Outcome/composite**  
Children look at the Dark age of the Saxon period and put forward the good and bad parts of this age.

**Geography**  
Children explore Map Skills through the Royal Geographical Society each term.

**INTENT**  
To successfully use 8 points of a compass.

**Sequence of lessons:**

1. To explore and label a compass.
2. To practice using a compass.
3. To use a compass for a purpose.

**Outcome/composite**  
Children use a compass for a purpose.

**Geography**  
Y2 and Y£ Children have studied human features of Geography and will now look in depth of the human geography of trade.

**INTENT**  
Describe and understand key aspects of economic activity, including trade links.

1. Trading game to understand how trade is global.
2. To recognise that food bought in our local supermarket comes from different locations all over the world.
3. To discover the multi-stop journeys different products travel before reaching our shops.
4. To discover what products the UK exports, and which countries the UK exports the most to
5. To understand the positive impact that buying fair trade products has on communities in other countries
6. To understand how the human and physical geography of a country determines its highest-value export.

**Outcome/composite**  
To apply the knowledge they have gained to take part in a Vikings and Trade at the Maritime Museum

**French**  
Children have worked on their pronunciation and can briefly talk about themselves

**INTENT**  
French phonics and seasons

**Sequence of lessons:**

1. Learn the pronunciation of 4 French phonemes that are different to our own
2. Learn a further 4 French phonemes
3. I can learn the names of 4 seasons in French
4. I can say what happens in Winter and Spring
5. I can say what happens in Summer and Autumn
6. I can say what my favourite season is and why

**Outcome/composite**  
Discuss favourite seasons and what happens in them.

**INTENT**  
Vegetables

**Sequence of lessons:**

1. Learn the names of 5 vegetables including their plurals and determiners.
2. Learn the names of a further 5 vegetables
3. Children will consolidate the 10 vegetables and learn to ask for a kilo of them.
4. Children will formulate a short phrase with I would like and the vocab that they have learnt so far.
5. Children will use the word and to develop longer phrases.
6. Consolidation role play and assessment

**Outcome/composite**  
Children will role play asking for vegetables at a market.

**Science**  
Y1/Y2 learning about different materials and the properties of these, using increasingly scientific vocabulary to describe them.

**INTENT**  
Children will be able to create a working circuit.

**Sequence of lessons:**

1. To understand precautions to stay safe with electricity.
2. To create a working circuit and develop my technical vocabulary
3. To predict whether a circuit will work and discuss my findings.
4. To classify conductors and insulators.
5. To create a working switch
6. To use my knowledge to problem solve creating a working circuit.

**Outcome/composite**  
Children are 'electricians' fixing problems. To apply knowledge within a DT lesson.

**INTENT**  
Children will be able to describe sounds using key vocabulary and understand how we hear them. They will be able to make predictions about an investigation.

**Sequence of lessons:**

1. To describe that sounds are made from vibrations
2. To investigate how sound travels looking at the strength of the vibration.
3. To explore how high and low sounds are created
4. To investigate how sounds are absorbed by making string telephones to see how distance affects sound.
5. To investigate how sounds are absorbed. Trying to make sound mufflers.
6. To make instruments to play sounds.

**Outcome/composite**  
Children create their own musical instrument and can talk about how it works and the sound it makes using key vocabulary.

**RE**  
Children have learnt that Jesus' life comes from the Gospels.

**INTENT**  
To understand what is meant by the Holy Trinity.

**Sequence of lessons:**

1. To give explain what the difference between a Gospel and a letter is.
2. Offer suggestions about what texts about Baptism and the Trinity might mean.
- 3 & 4 To describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way that they live.
5. I can make links between some Bible texts studied and the idea of God in Christianity.
6. I can express my own ideas.

**Outcome/composite**  
Art piece depicting the Trinity

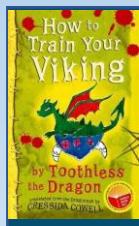
**INTENT**  
To understand other faiths- Hinduism.

**Sequence of lessons:**

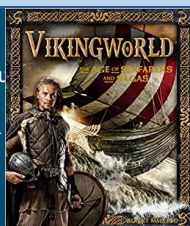
1. To understand the key belief about Brahman (God)
2. To understand that people can be described in different aspects and link this to Brahman.
3. To investigate the Trimurti.
4. To discuss if the cycle of the Trimurti relevant in the world today. Look for evidence in Rama and Sita
5. To investigate different deities and use them to see aspects of Brahman.
6. Think about Atman and what this means to people including those who are not Hindu.

**Outcome/composite**  
Children write a response to the 'big question'

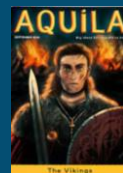
### Reading opportunities across the Sunrise Curriculum



How to Train your Viking- Cressida Cowell

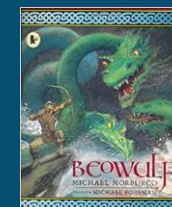


Viking World – Robert Macleod



Magazine Subscription- Aquila Magazine focused on the Vikings.

Vicious Vikings- Deary



Beowulf – Michael Morpurgo

# Sunrise Curriculum Autumn Sequence - Year 4

## “Can you judge a book by its cover?”



### Computing

Children have used Microsoft Word.

**INTENT**  
Appreciate how the internet works and evaluate websites.

- Sequence of lessons:**
1. Explore how networks share messages
  2. Understand what the internet is made of
  3. Learning how to share and access information on different devices.
  4. Understanding what a website is and how information is added to it.
  5. Investigating who owns website and what you can and can't do with content on them.
  6. Appreciate that not everything they see on the internet is real.

**Outcome/composite**  
Add their own posts to seesaw and discuss how to evaluate websites to a younger class..

**Computing**  
Children have used programming since Y2 and learnt to debug a program

**INTENT**  
Design and debug a program to control a physical system.

- Sequence of lessons:**
1. Introduction to crumble-children explore crumble and compare to scratch.
  2. Children look at and evaluate continuous loops and count controlled loops
  3. Use repetition to animate the letters in their name.
  4. Use their knowledge to design a sequence for a night light and debug as necessary.
  5. Incorporate their switch into the circuit.
  6. See DT above.

**Outcome/composite.**  
Children share their creations with Sunrise class.

### PE

Children will have explored dance following simple steps and beginning to develop their own.

**INTENT**  
Children will develop their coordination with their footwork and static balances on one leg.

- Sequence of lessons:**
1. Children practice a variety developing their footwork hopping side stepping etc with fluency and control.
  2. Rehearse footwork patterns and use them to move around equipment
  - 3 Rehearse footwork patterns and use them to move between markers collecting equipment.
  4. Children develop their ability to balance on 1 leg.
  5. Pick up put down children challenge each other to retrieve items whilst maintaining balance on one leg
  6. Children challenge themselves to pick up items whilst balancing a ball/balloon on one leg.

**Outcome/composite**  
Perform dances of increasing complexity take part in a dance off.

**INTENT**  
To develop skills in swimming.

Children develop their skills and confidence in a range of strokes.

Children will have 10 x 1 hour swimming lessons at Truro Leisure Centre. Children will be in ability groups (3 groups) and will be taught how to swim by qualified swimming teachers. Higher attaining pupils will develop their stroke technique and will learn how to perform self rescue in the pool.

**Outcome/composite**  
To be able to swim 25m

### Music

Children have followed the music scheme for 2 years.

**INTENT**  
Children will appreciate and understand a range of music from Abba. They will learn to sing an Abba song as well as improvise and compose music along side the song.

- Mama Mia**
- 1.I can learn to sing our class song Mama Mia. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
  2. I can use musical instruments in my performance of our class song Hey You. Children will build pulse rhythm and pitch using recorders.
  3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Mama Mia.
  4. I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance of our class song Mama Mia.
  - 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of using the glockenspiels to include more than one note.

**Outcome/composite**  
Perform Mama Mia

- Glockenspiel 2**
- 1) Revisit pieces from Year 3 notes. Play with the notes C, D, E and F
  - 2) Exploring pitch of a piece of music that uses the notes C, D, E and F
  - 3) Introducing the new note G and use it in a 2 part piece.
  - 4) Using the piece Flea fly children will use notes C,D,E and F.
  - 5) Using the piece Rigadoon by Purcell children will use the notes C,D, E and F. They will learn about Purcell and his music.
  - 6) Decide on piece practice and perform as a group.

**Outcome/composite**  
Perform Mama Mia

### Art

Y2: Children made prints on fabric using engraving on styrene. Y3: String and nature prints.

**INTENT**  
To develop printing techniques to use cardboard collagraphy and blend 2 colours

1. Children investigate different prints produced using collagraphy. Make a basic stamp.
2. Practice a basic print using collagraphy and introducing texture. Evaluate their own work.
3. Repeat above allowing children to improve their skill based on their evaluation.
4. Introduce how two colours can be blended and experiment .
5. Design their final piece based on a theme.
6. Complete making their block and print with them

**Outcome/composite**  
Share their final pieces. The children may have an opportunity to use their skills to make a card.

**DT**  
Children have explored making shell structures to hold the electrics. Children understand how electric circuits work and have used computer programming like scratch

**INTENT**  
Understand how electrical circuits can be used in their products. Use a micro controller to apply computing technology. Design and evaluate products

- Sequence of lessons:**
1. Investigate and evaluate existing night lights
  2. Recap simple series circuits with lights can they fix circuits that don't work.
  3. Investigate making different types of manual switches.
  4. Design a night light for a child taking into account younger children's ideas
  5. Order the steps to make their night light and make their shell structure and make this.
  6. Incorporate their switch and electric circuit (completed in computing see below) into their nightlight and test these with younger children.

**Outcome/composite.**  
Children share their creations with Sunrise class.

### PSHE

Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

**INTENT**



- Being Me**
- 1) Becoming a class team. Understand how our attitudes and actions make a difference.
  - 2)Being a school citizen. Understand who is in the school community and take on a role
  - 3) Rights, responsibility and democracy. Understand democracy through the school council. Contribute to a whole school learning charter.
  - 4) Rewards and Consequences. Understand that actions affect myself and others and how rewards and consequence motivate behaviour.
  - 5)Our learning charter. Understand how groups make decisions and take on a role to contribute to an overall outcome.
  - 6) Owing our learning charter. Understand how democracy and having a voice benefits us.

- Celebrating Difference**
- 1) Judging by appearance. Understand we make assumption and learn how to accept people for who they are.
  - 2) Understanding influences. Understand what influences us to make assumptions and question why you think what I do about people.
  - 3) Understanding Bullying. Know that bullying is hard to spot and know how it might feel to witness or be a target of bullying.
  - 4) Problem solving. Understand why a witness may join in with bullying. Try to solve a bullying problem.
  - 5) Special Me. Identify what is special about me and like and respect the unique features of my appearance.
  - 6) Celebrate difference. Discuss how our first impressions of people changed and explain why its good to accept people for who they are.

**Outcome/composite**  
Take ownership of their learning charter Describe how first impressions can change



### Celebrating our Cornish Heritage.

Singing a traditional Cornish Christmas song/carol as part of their carol service to a care home.